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A Learning Disabilities Checklist



Help a child grow.

Learning disabilities aren't always easy to spot ...

There are a number of children who are not blind, deaf or mentally retarded, but who have trouble learning to read, write, spell or do math under the usual teaching methods.

Because learning disabilities often occur in children of normal intelligence, they are sometimes difficult to pinpoint — especially when the learning problem is mild.

This folder is designed to help you identify the learning-disabled child in your classroom; then arrange for an evaluation to determine if he needs part-time or full-time instruction in a Special Education program.



	1 Never	2 Sometimes	3 Frequently	4 Always
Cannot copy from chalkboard to paper				
Prints from bottom to top of each letter/number				
Cannot draw basic geometric shapes				
Slants letters inconsistently				
Spaces poorly between letters/words				
Cocks head incorrectly when writing				
Forgets formation of letters				
Has difficulty staying on the line				
Reverses words/letters when writing				
Cannot tell time to the hour				
Cannot tell time to the minute				
Shows poor one-to-one correspondence				
Cannot recall basic math facts				
Arithmetic skills below grade level				
Forgets specific arithmetic processes				
Uses fingers or other devices to count				
Unable to draw a human figure in proportion				
Gets letters out of order when spelling				
Quickly forgets spelling words				
Spells same word two different ways in same report/essay/letter				
Confuses sounds when spelling				

What happens when you refer a child for evaluation?

Evaluation for learning disabilities is conducted with written parent consent, and includes academic testing and observation, a physical examination (if needed), and a review of the child's developmental history.

Then a **Child Study Team** conference is called, involving several Special Education professionals, you and your principal, and the child's parents. The team reviews all of the evaluation information and decides if the child would benefit from a special program to help him learn.

If so, an **Individualized Education Program** is written for the child — including general and specific goals.

- If the learning problem is mild, special help in the regular classroom may be enough.
- For other children, part-time help in a resource room, and part time in the regular class may be appropriate.
- In some cases, full-time instruction in a Special Education classroom will benefit the child the most.

When learning problems are discovered early, kids make better progress.

How to use this checklist:

A. Place each of your students in one of the following categories:

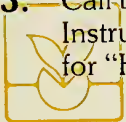
1. **Average or above average** in most areas — academic, social, behavioral, emotional, motor.
2. **About average** in most areas, but may have a mild or subtle learning problem (poor memory, handwriting, discrimination, understanding concepts, study skills, attention span).
3. **Below average** in one or more of the areas listed in category 1. Developmental level is generally below other children of his grade level.

B. Fill out the Learning Disabilities Checklist for each child you placed in category 3 — “Below average.”

C. When several of your checkmarks are in columns three and four, ask that the child be considered for evaluation for learning disabilities.

You can do this in one of three ways:

1. Ask your principal to refer the child to the school district for possible evaluation.
2. Talk with the Special Education teacher that serves your school.
3. Call the Special Education Unit, Office of Public Instruction toll-free at 1-800-332-3402, and ask for “Help a child grow.”





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Help a child grow.

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